

Criteria Menu #6

Teach a proven, effective tobacco prevention program in the classroom.



Definition: To meet this criterion the school must use a proven tobacco use prevention program. Such programs include Life Skills Training (in conjunction with a media literacy campaign), Media Sharp, Project Towards No Tobacco (TNT), Prevention Dimension's Tobacco on Trial (TOT), or Prevention Dimension's Get Real About Tobacco. If your school chooses a tobacco prevention program that is not listed it must be approved by Julie Palmer prior to implementation. Note: DARE does not qualify for this criterion.

Resources

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Curriculum	Grade Levels	For Information
Towards No Tobacco Project TNT	5-6	ETR Associates 1-800-321-4407
Media Sharp	5-12	CDC Office on Smoking and Health www.cdc.gov/tobacco
Prevention Dimension	Tobacco On Trial 4 th grade Get Real About Tobacco 5 th grade	www.utahpd.org/index.htm Vern Larsen USOE Prevention Dimension Coordinator 801-538-7713 vlarsen@usoe.k12.ut.us for local contacts see page 10
Life Skills Training- to be used in conjunction with media literacy campaign	K-6	http://www.lifeskillstraining.com/ Princeton Health Press 1-800-636-3415



Assignments

School Coordinator Assignments

- Determine schools current tobacco use prevention programs and/or curriculum
- Determine if a new program is necessary to meet requirements
- With the principal decide which program will be used
- Introduce tobacco use prevention program to faculty
- Ensure that teachers are teaching necessary curriculum in the classroom

Mentor Assignments

- Provide School Coordinator with resources to determine which program to use
- Contact your Local Health Department to help you determine which program would be best for the school
- Write a description for the mid-year and end-year reports



Criteria Menu #6 Ideas

- Involve teachers when deciding which program the school will use.
- Train teachers so that they are familiar with the program and are able to teach it correctly.
- Have an update every year with new materials
 - Include LHDs by having them teach or train the teachers.



Tobacco Prevention Education Description Template

A description must include specific details describing how the school completed the criteria. If you are writing a description for criteria that the school achieved in previous years please include a description of what the school is doing **this year** to maintain that level not what they did in previous years.

A Gold Medal Schools description does not require an Intent, Rationale, Reinforcement or the principal's signature. Use this template to write your description (all information is required).

A sample description for this criterion is provided on the next page.

The description must include...

- ☐ Which tobacco prevention curriculum was used
- ☐ Which grade levels the curriculum was used in



Tobacco Prevention Education Description

Green Meadow Elementary incorporated Life Skills Training into their curriculum for all grade levels to prevent tobacco use. Teachers were introduced to the program during the summer and were instructed to read the Teacher's manual. A teacher training was held before school started and time was set aside each week for Life Skills Training among teachers. Students participated in many activities and lessons, which will help them to stay tobacco free.

Students were taught:

- Drug Resistance Skills
- Personal Self-Management Skills
- General Social Skills

The media literacy campaign used with Life Skills was Media Sharp.

Additional Resources

Project Towards No Tobacco (TNT)

Length

Ten core lessons and two booster lessons, each 40-50 minutes. The core lessons are designed to occur during a two-week period. The 2-lesson booster was developed to be taught one year after the core lessons in a 2-day sequence.

Objectives

At the completion of this program, students will be able to

- Describe the course of tobacco addiction and disease, the consequences of using tobacco, and the prevalence of tobacco use among peers;
- Demonstrate effective communication, refusal, and cognitive coping skills.
- Identify how the media and advertisers influence teens to use tobacco;
- Identify methods for building their own self esteem; and
- Describe strategies for advocating no tobacco use.

Materials

- An implementation manual providing step-by-step instructions for completing each of the ten core lessons and two booster lessons together with introductory and background material.
- Two videos (one on assertive refusal and the other on combating tobacco use-specific to social images).
- A student workbook
- An optional kit that includes posters and other instructional materials.

Theory

The theory underlying Project TNT is that young people will be best able to resist using tobacco products if they (1) are aware of misleading social information that facilitates tobacco use; (2) have skills that counteract the social pressures to achieve approval by using tobacco; and (3) appreciate the physical consequences that tobacco use may have on their own lives. (Sussman, Dent, Burton, Stacy, & Flay, 1995, *Developing School-Based Tobacco Prevention and Cessation Programs*. Thousand Oaks; Sage.)

Project TNT is designed to counteract different causes of tobacco use simultaneously because the behavior is determined by multiple causes. This comprehensive approach is well suited to a wide variety of youth who may differ in risk factors that influence their tobacco use.

Recommended Training

A 2-day teacher training prior to implementation of the curriculum is recommended.

Additional Resources

Media Sharp

Today's young people are bombarded with persuasive messages about tobacco and alcohol – messages that make smoking look normal, and drinking look cool. So learning to understand and analyze these messages from every kind of media outlet is more important than ever.

*MediaSharp*SM is an important new tool to help youth evaluate those messages and make healthy, life-saving choices. CDC's *MediaSharp*SM kit includes an entertaining 7-minute video and an easy-to-follow teacher's guide loaded with activities, handouts, and discussion topics.

The text and video kit offer an ideal project for a classroom. Already educators and youth leaders across the country are using it and raving about its appeal among young people. And, it complies with CDC's Guidelines for School Health Programs to Prevent Tobacco and Alcohol use, which makes *MediaSharp*SM an easy fit into a school setting.



Additional Resources

Prevention Dimensions

Prevention Dimensions (PD) is a set of Utah's Safe and Drug-Free Schools and Communities resource lessons, which support the Utah State Office of Education pre-kindergarten through twelfth grade health core. The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department of Health, Utah State Office of Education, and Utah State PTA, and has been revised several times since. The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The resource lessons are age-appropriate and meet the objectives through a scope and sequence methodology. The lessons are based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with these identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore, designed to decrease the risk factors and promote protective factors. PD teacher training develop teacher skills to teach proven prevention strategies, impart knowledge, and help maintain positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. Prevention Dimensions revisions include the 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day; 1994 inclusion of necessary prevention components based on Botvin's life skill research and sophistication of secondary lessons; 1996 music component enhancement project; 1996 inclusion of Search Institutes 40 Developmental Assets; 1999 inclusion of media literacy lessons; 2000-2001 State Health Department inclusion of research-based tobacco lessons; 2002 revision of lesson content; and 2003 formatting and redesign of lesson appearance.

The continual submission of teacher evaluation data will assist PD in moving to a "best practices" program.

Young people can overcome the many risk factors in society when they see positive examples hear clear and consistent messages, and practice healthy living. Prevention Dimension has become a powerful tool for teacher to increase protective factors in students' lives.

Information taken from: <http://www.utahpd.org/index.htm>

Local Contacts for Prevention Dimensions

Substance Abuse Prevention Coordinators

Contact Person	Address	Phone/Email	School Districts
Allred, Steve Planning District: Utah	Utah County Division of Human Services 100 E. Center Suite 3300 Provo, UT 84606	801-370-8426 Fax: 801-370-8498 stephena@state.ut.us	Alpine Provo Nebo
Anderton, Paris Planning District: Northeastern	Northeastern Counseling Center 1140 West 500 South Vernal, UT 84078	435-789-6334 Fax: 435-789-6325 panderto.vernmhp@state.ut.us	Daggett Duchesne Uintah
Charpentier, Paul Planning District: Summit Valley	Mental Health 1753 Sidewinder Drive Park City, UT 84060	435-649-8347 Ext 207 Fax: 435-649-2157 paulc@vmh.com	Park City North Summit South Summit
Day, Kathy Planning District: Wasatch	Heber Valley Counseling 55 South 500 East Heber, UT 84032	435-654-3003 Ext 2 Fax: 435-654-0309 kday@co.wasatch.ut.us	Wasatch
Hatch, Brandon Planning District: Davis County	Mental Health 904 S. State Clearfield, UT 84015	801-776-6303 Fax: 801-776-4195 bhate@davisbh.org	Davis
Jones, Emery Planning District: Four Corners	Four Corners Behavior Health PO Box 387 Castle Dale, UT 84513	435-381-2432 Fax: 435-381-2542 ejones@fourcorners.ws	Emery Carbon Grand
Parker, Jill Planning District: Bear River Bear	River Health Dept. 655 E. 1300 North Logan, UT 84341	435-792-6518 Fax: 435-792-6523 jrparker@utah.gov	Box Elder Cache Logan Rich
Price, Paula Planning District: Weber	Weber Human Services 237 26th Street Ogden, UT 84401	801-625-3674 Fax: 801-778-6824 paulah@weberhs.org	Weber Ogden Morgan
Pruitt, Margaret Planning District: Central	Central Utah Counseling Center PO Box 357 Delta, UT 84624	435-864-3073 Fax: 435-864-3610 mpruitt@delwave.com	South Sanpete North Sanpete Wayne Piute Sevier Millard Juab Tintic
Sain, Allen Planning District: Southwest	Southwest Center 245 East 680 South Cedar City, UT 84720	435-867-7622 Fax: 435-867-7699 swc-po.asain@state.ut.us	Washington Beaver Iron Kane Garfield
Smart, Jeff Planning District: Salt Lake	Salt Lake County Gov't Center 2001 S. State Suite S-2300 Salt Lake City, UT 84190	801-468-2042 Fax: 801-468-2006 jlsmart@co.slc.ut.us	Salt Lake Granite Murray Jordan
Spindler, Julie Planning District: Tooele	Valley Mental Health 100 South 1000 West Tooele, UT 84074	435-843-3538 Fax: 435-843-3555 julies@vmh.com	Tooele
Wojcik, Leslie Planning District: San Juan	San Juan Counseling 356 S. Main Blanding, UT 84511	435-678-2992 Fax: 435-678-3116 lwojcik@sanjuancecc.org	San Juan

Additional Resources

Life Skills Training

***To be most affective LifeSkills must be taught in coordination with a comprehensive effort involving school-based tobacco policy and community interventions.**

LifeSkills Training is the highest rated, recommended and researched school-based substance abuse prevention program today. It is uniquely designed, proven effective, and grounded in over 20 years of research. Rather than simply teaching information about drugs, *LifeSkills* combats the underlying causes of substance use.

LifeSkills is approved for Elementary through High School. It has been evaluated and proven to be effective with: White middle-class students, ethnic minority students, inner-city urban populations, suburban populations, and rural populations.

The *LifeSkills* program consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components include:

- **Drug Resistance Skills** enable young people to recognize and challenge common misconceptions about tobacco, alcohol, and other drug use. Through coaching and practice, they learn information and practical ATOD (Alcohol, Tobacco, and Other Drug use) resistance skills for dealing with peers and media pressure to engage in ATOD use.
- **Personal Self-Management Skills** teach students how to examine their self-image and its effects on behavior; set goals and keep track of personal progress; identify everyday decisions and how they may be influenced by others; analyze problem situations, and consider the consequences of each alternative solution before making decisions; reduce stress and anxiety, and look at personal challenges in a positive light.
- **General Social Skills** teach students the necessary skills to overcome shyness, communicate effectively and avoid misunderstandings, initiate and carry out conversations, handle social requests, utilize both verbal and nonverbal assertiveness skills to make or refuse requests, and recognize that they have choices other than aggression or passivity when faced with tough situations.

Information taken from: <http://www.lifeskillstraining.com/program.cfm>